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versity of Manchester. If the entire series comes up to the standard of this beginning we shall have occasion to be indebted to Dr. Sadler as much in this case as we are already for the indispensable English Education Reports which he brought out.

FRANK A. MANNY

NEW YORK CITY

Classroom Management, Its Principles and Technique. By WILLIAM CHANDLER BAGLEY, New York: Macmillan, 1897. Pp. 322.

The author of the *Educative Process* gives evidence in this book on school management of the careful psychological training and insight which characterized his earlier book. In fact the more thorough treatment of the psychological principles involved in the control of classroom activities appears to the reviewer to be the feature of the book which distinguishes it chiefly from other books on school management. This appears particularly in the three chapters devoted to the "Problem of Attention," in Part II, the three introductory chapters on "Routine and Habit," and the chapter on "Testing Results."

The accepted methods of classroom management are largely based on the results of experience, but a recognition of underlying principles, psychological and other, when such exist, makes for a permanence and stability of practice which may not attach to methods based solely on empirical considerations.

The book is divided into two parts. In addition to the three chapters named the remaining chapters of Part I are concerned with the more usual discussions of the daily programme, regularity of attendance, hygienic conditions in the classroom, order and discipline, and school penalties. A chapter on preserving hygienic conditions in the classroom should certainly be included in a textbook on classroom management, and with due regard to the limits of the book might properly be given even fuller discussion than is here given.

The discussion of the problem of attention in the first three chapters of Part II is perhaps the best presentation of the subject in its application to classroom activities available. Other chapters are concerned with the technique of class instruction, the Batavia system, and the testing of the results of school work.

The last chapter mentioned is one of the best in the book, and is discussed from a broad standpoint which is found in but one or two other textbooks. In regard to the results of spelling instruction, the following criticism is made in regard to Cornman's studies which showed the inadequacy of specific spelling instruction (p. 239).

"One may venture the opinion, however, that the meager results of the spelling exercises are due, not to the fact that spelling is given a specific place in the school programme as Dr. Cornman implies, but to inadequate methods of teaching spelling during that exercise. As a matter of fact, in no school exercise is the inadequate comprehension on the part of teachers of the simple principles of educational psychology more clearly to be seen. The average spelling-lesson is ineffective because the average teacher fails to understand the implications of the law of habit-building. Words to be spelled effectively must be spelled automatically—that is, without "thinking" of the form of the word. To gain this end, however, the form must first be focalized and then the appropriate

adjustments must be repeated attentively until automatism results. The average spelling-lesson involves a certain amount of concentration upon the form, it also involves one or two repetitions. At this point, ordinarily, the whole matter ends. Very naturally the next time that the pupil meets the word in the course of written composition, where he is concentrating upon the content rather than the form, he misspells the word.

"The remedy for this condition lies in an adequate application of the law of habit-building."

The brief discussion of the problem of the examination, which concludes this chapter, is an excellent statement of the case.

The last three chapters of the book deal with some of the more personal relations of the teacher, relations to principal and superintendent, and to the "ethics of schoolcraft." There are four appendices dealing with outlines of school courses in classroom observation, "Pupil Government and the School City," the "Springfield Question" in arithmetic, and "Pupils' Written Work as An Index of Growth," with several plates showing progress in written work.

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Eighteenth-Century Verse. Selected and edited by MARGARET LYNN. New York: Macmillan, 1907. Pp. 484. \$1.10.

The volume having the above title is one worth while. The selections are well chosen, abundant, and are edited with sufficient notes. Besides the usual specimens from Dryden, Pope, Parnell, Swift, Thompson, Collins, Gray, Goldsmith, there are selections from Anne, Countess of Winchilsea, Philips ("The Splendid Shilling"), Ramsay, Dyer, Macpherson, Beattie, and the Scotch balladists. In all, thirty-seven writers are included with nearly one hundred of their poems. No writer who lived over into the nineteenth century is included. The page and type are clear but the binding of the volume is not solidly built. Secondary schools will find the book excellent for reference work or supplementary reading.

Elementary English Composition. By TULEY FRANCIS HUNTINGTON. New York: The Macmillan Co., 1907. Pp. xxii+357. \$0.50.

Mr. Tuley Francis Huntington's *Elementary English Composition* is a book written with a principle behind it. The author, in his very readable preface, informs us that his purpose is "to get close to the hearts of Tom and Alice—to the hearts of the boys and girls who are to use the book." Such a principle is certainly commendable, especially when we remember that most teachers of English composition insist that English composition is a matter for the heads of Tom and Alice. Tom and Alice have long insisted that their heads and tongues are perfectly satisfactory to themselves and to their companions, and that English composition as a formal exercise is a dead business—as far as their interest is concerned. Hence Mr. Huntington's principle—whether it works in his book or not—is pedagogically sound. Could we only get our boys and girls vitally and heartily interested in the matter of English composition, could we for a moment forget that black beast—the entrance requirements and its attendant terrors—we might get Tom